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ABSTRACT

The problem of concurrent validity of the Barber Scales of Self-Regard for Preschool Children is addressed by calculating product moment correlations for Self-Regard ratings and total Self-Concept and Motivation Inventory-Kindergarten Form (SCAMIN) self-concept scores. The SCAMIN was admininstered to four and five year old children shortly after their Self-Regard Scale ratings had been received. SCAMIN scores were received for 92 children who had also been rated on the Self-Regard Scales by both parents and/or a teacher. Whatever the merits or the opposite of the Self-Regard Scales and the SCAMIN self-concept assessment, it seemed safe to conclude that the two instruments were not measuring the same thing, at least in the sample used here. The SCAMIN is probably inappropriate for testing concurrent validity of the Self-Regard Scales. Since no other interactive or developmental approach to assessment of self-concept at the preschool level has been undertaken, at least the knowledge of the author, the problem of concurrent validity for the self-regard scales may be without solution at the present time. (RC)

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CONCURRENT VALIDITY OF SEVEN SCALES OF SELF-REGARD FOR PRESCHOOLERS

Lucie W. Barber

Introduction

When one assessment device measuring a given construct correlates highly with another such instrument, it is possible to speak about the concurrent validity of both instruments. There are few instruments for measuring self-concept in preschoolers available. What is available was studied from two sources: 1. the Educational Testing Service Test Collection and the Head Start Test Collection (Rosen '73) and (2) Deborah Klein Walker's book, "Socioemotional Measures for Preschool and Kindergarten Children" (Walker '73). Not only are there few self-concept tests, evidence for most on reliability and validity is sparse or non-existent. Several depend on administration only with special training. These tests had to be deleted from consideration because of financial limitations and the volunteer nature of the sample for the 1975 field test of the Self-Regard Scales for Preschoolers (Barber, Cernik & Barton '75).

The SCAMIN, The Self-Concept and Motivation Inventory - Kindergarten Form (What Face Would You Wear), was finally chosen. This is a group-administered test in which the child responds to questions by coloring in noses of faces which express happiness, sadness or a neutral expression. The teacher asks the questions in the manual and needs no special training. There are two parts of the test; the first on motivation, the second on self-concept. This study is concerned only with the self-concept section. A split-half reliability of .79 is reported on the self-concept section, although information on sample or type of coefficient is not given. There is some norming data on self-concept expressed in frequencies of particular scores in stanines. Again, the manual gives no information on the sample (Milchus, Farrah & Reitz, '67).

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Methodology

The SCAMIN was administered to 4 and 5 year old children shortly after their Self-Regard Scale ratings had been received. SCAMINs were received for 92 children who had also been rated on the Self-Regard Scales by at least one parent. In some cases they had also been rated on the Self- Regard Scales by both parents and/or a teacher.

Returned SCAMINs were scored at our central office. The self-concept section, which purportedly measures how the student feels about self as a learner in school, is made up of 12 questions. Each question is scored from 1 to 3. Six questions apply to a subscore for "Role Expectations" or what the child feels significant others expect of him or her. The other 6 questions apply to a subscore for "Self Adequacy". "Self Adequacy" involves how the child feels about present and future chances of success. Both subscores are summed to give a total self-concept score ranging between 12 and 36.

Product moment correlations were computed for Self-Regard ratings and total SCAMIN self-concept scores. The same procedure was followed for the two separate scores making up the total SCAMIN self-concept score.

Results

Table I displays the results for the SCAMIN self-concept total score.

Table I - Product Moment Correlation Coefficients for SCAMIN Self-Concept Total Score with Ratings on the Self-Regard Scales (Mother, Father, Teacher)

	Mother		Father		Teacher	
Self-Regard Scale	n	Coefficient	n	Coefficient	n	Coefficient
Purposeful Learning of Skills	90	.11721	33	-.08651	89	.00636
Completing Tasks	90	-.08845	33	.00888	89	.04594
Coping with Fears	90	.17100	33	-.30773	88	-.13647
Children's Responses to Requests	90	-.07725	33	-.23717	89	.03558
Dealing with Frustrations	90	.00729	33	-.20329	87	-.02797
Socially Acceptable Behavior	90	-.00007	33	-.06683	89	-.03435
Developing Imagination in Play	90	-.12135	33	-.41959**	89	.06692

** p = .02

All other coefficients are non-significant, $p > .05$. The total n of 92 children administered the SCAMIN is not reflected in n's in Table I because n's for Self-Regard Scale raters varied.

Table II displays the results for the SCAMIN part score entitled "Role Expectation".

Table II - Product Moment Correlation Coefficients for SCAMIN Role Expectation Score with Ratings on the Self-Regard Scales (Mother, Father, Teacher)

	Mother		Father		Teacher	
Self-Regard Scale	n	Coefficient	n	Coefficient	n	Coefficient
Purposeful Learning of Skills	90	.09918	33	-.09296	89	-.09797
Completing Tasks	90	-.19357	33	-.13880	89	-.04642
Coping with Fears	90	.13627	33	-.20223	88	-.12624
Children's Responses to Requests	90	-.13928	33	-.15263	89	-.00416
Dealing with Frustrations	90	-.03437	33	-.17609	87	-.09634
Socially Acceptable Behavior	90	.07382	33	-.11864	89	-.03690
Developing Imagination in Play	90	-.11063	33	-.36410**	89	.00925

** p = .05 All other coefficients are non-significant, p > .05.

Table III displays the results for the SCAMIN part score entitled "Self Adequacy".

Table III - Product Moment Correlation Coefficients for SCAMIN Self Adequacy Score with Ratings on the Self-Regard Scale (Mother, Father, Teacher)

	Mother		Father		Teacher	
Self-Regard Scale	n	Coefficient	n	Coefficient	n	Coefficient
Purposeful Learning of Skills	89	.14819	32	-.04340	88	.07966
Completing Tasks	89	-.04151	32	.21423	88	.10320
Coping with Fears	89	.26452**	32	-.37852*	87	-.01181
Children's Responses to Requests	89	.08190	32	-.24504	88	.02719
Dealing with Frustrations	89	.01390	32	-.17403	86	-.03480
Socially Acceptable Behavior	89	.13480	32	-.02392	88	-.00594
Developing Imagination in Play	89	-.07215	32	-.37579 *	88	.15536

* p = .05
** p = .02 All other coefficients are non-significant.

A final reportable result for the total 92 SCAMINs administered is that with a possible range of scores from 6-36, the mean total score was 29.65 with a standard deviation of 4.39.

Discussion

The mean score, 29.65, falls in the 5th stanine of the SCAMIN norms. The standard deviation of 4.39 suggests a somewhat similar distribution of scores to the distribution for the SCAMIN norming sample.

Although, clearly, the SCAMIN is oriented towards a child's self-concept as a learner in school, it was felt that there would be a relationship between a child's perception of self in school as measured by the SCAMINs and the ratings he or she received on the Self-Regard Scales. Such did not prove to be the case. The only exception was a tendency (probably, non chance) that when a mother rated her child high on "Coping with Fears", the child scored high on the SCAMIN Self Adequacy section, or vice versa. The opposite condition occurred here when fathers rated the "Coping with Fears" scale.

Coefficients are given when mother, father and teacher rated the Self-Regard Scales. One reason is that findings from a previous study (Barber '75a) suggest that different adults perceive a child differently in this sample. Results in the tables above again give indication of these differences. The other reason was to see if teacher ratings on the Self-Regard Scales which do not correlate very highly with parent ratings on the Self-Regard Scales might, all the same, correlate with SCAMIN scores because both teachers and students are school oriented. This did not prove to be the case.

These results might place the SCAMIN or the Self-Regard Scales in question. However, without any validation evidence on the SCAMIN this judgment would be unwarranted, particularly since a new variable has entered the picture, the child's own perception of self. Perhaps a child in school perceives self quite differently from not only the way the teacher perceives that student but also the way a parent perceives the child in the home.

Whatever the merits or the opposite of the Self-Regard Scales and the SCAMIN self-concept assessment, it seems safe to conclude that the two instruments are not measuring the same thing, at least in this sample. The SCAMIN is probably inappropriate for testing concurrent validity of the Self-Regard Scales. Not only are we dealing with an adult's perception

versus the child's perception, the comparison of two extremely different types of assessment instruments is involved. The SCAMIN scores are summed scores. Each part score is the sum of 6 scores from answers to 6 questions. The total self-concept score is the total of 12 scores or, to put it another way, the sum of the two part scores. This is a common method for arriving at a single score for a global construct.

The Barber Scales of Self-Regard take a different approach entirely. No single score is intended because the complexities of a global construct are intentionally simplified by seven Scales, each measuring a single component (Barber & Cernik '75). Not only are assessments of single components involved, each Scale is developmental in that ratings assign a child to a level in a sequence of developmental levels.

There is one last very important difference between the Self-Regard Scales and the SCAMIN which may explain the lack of relationship between the two devices. Each Self-Regard Scale assesses level of development in an interaction of personality elements. The construction of the Scales based on a theoretical model of interaction is explained in Barber, '75b. The measurement of interactions is a fairly new approach which is gaining recognition as a useful approach to difficult problems in personality (Hunt '75).

Since no other interactive or developmental approach to assessment of self-concept at the preschool level has been undertaken, at least to the knowledge of the author, the problem of concurrent validity for the Self-Regard Scales may be without solution at the present time.

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Assessing Self-Concept in Preschool Children

Lucie W. Barber

Whether it be the wisdom of the Bible or the more recent wisdom of Freud, Jung, Adler, Piaget, and Bruner, humans begin as infants and grow through childhood toward the adults that we know as friends and acquaintances. Since the late 1960s, Lucie W. Barber has collaborated with her fellow staff members in a study of the first 30 months of human life. Out of that work have come two publications, *Let Me Introduce My SELF: A Guide for Parents of Infant Children* (1971) and *If You Only Knew What Your Baby Is Thinking* (1973), which she co-authored. In the present article, Dr. Barber begins a series of reports on a set of seven developmental scales.

Lucie W. Barber received a B.A. from Smith in 1944 and an M.A. from the same college in 1945. Her major interest at that time was Zoology. Raising five children intervened. Then she continued her education at the State University of New York at Albany, from which she received an M.A. in Education in 1968 and an Ed.D. in Counselor Education in 1970.

The development of a positive self-concept has been hard to trace. Dr. Barber's seven scales offer a way to trace out pathways children take toward a positive view of themselves.

Sparse attention has been paid to measuring self-concept in the preschool child, although much has been said about its importance. In Coller's survey of self-concept instruments in 1971 the conclusion was reached that they were of little use with young children.[1] The *Head Start Test Collection* gathered by Rosen for the Educational Testing Service in 1973 listed only ten devices for measuring self-concept in children below kindergarten.[4] Walker's survey in the same year listed only eleven such devices, most of which inspired little confidence in the reviewer.[6]

A difficulty with many of these devices may be the result of attempting to oversimplify a quite complex construct. Walker, for instance, wrote that the development of meaningful measures of socio-emotional states, such as self-concept, require that, ". . . the major theoretical questions and issues (be) answered within a comprehensive theory of socio-emotional development . . . ."

It is the purpose of this article to report on a set of measures of self-concept that do, as Walker required, stem from a comprehensive theory.[3,5] That theory is modeled by a series of hierarchically arranged levels, each of which represents a total integrated personality as a set of elements that include both the affective and the cognitive, the personal and the environmental. As one moves in one direction through these levels the model involves an increasing differentiation of elements, while as one moves in the opposite direction through these levels it involves an increasing integration of elements. Within each of these levels, however, the set of elements interact according to the rules for an abelian group: that is, at each level the set of elements exhibits the four properties of Closure, Associativity, Identity, and the Inverse.[2] Once the relatively simple mathematics involved in this model are understood, and the comprehensiveness of the total structure appreciated, numerous uses for this model of total personality readily can be envisioned.

This model of total personality at its Level V (i.e., at what is presently its most differentiated level), involves a set of sixteen elements of personality. One of these sixteen elements is entitled Self-Image, which is defined as "the 'picture' each individual presumedly has of himself or herself as a total personality."[5] The group properties of this set of elements means that there are eight specified interactions which result in the element Self-Image. One of these interactions, that involving the Identity element of the set, is not directly amenable to measurement, since it seems to function as a summary of the other seven interactions. However, the remaining seven interactions of elements can be assessed. In fact, they are the theoretical bases for the seven Barber Scales of Self-Regard.

The Barber Scales of Self-Regard substitute the term Self-Regard for the term Self-Concept, although the two terms are to be regarded as synonymous. Self-Regard is used because it is judged more readily to communicate to parents (the intended users of the Scales) than the more scholarly term Self-Concept.

Each of these seven Scales describes a five-step developmental sequence of one component of normal growth and development toward a positive Self-Regard in children from two through five years of age. Each scale point is described, and examples are provided of actual child behavior, so that a parent can identify the developmental level of his own child in terms of the interaction lying behind the scale. The titles of each of these seven scales is the result of content analysis of actual parental re-

TABLE I

THE SEVEN BARBER SCALES OF SELF-REGARD

Scale Titles	Descriptive Phrases
Developing Skills for a Purpose	Learning skills in order to increase potential
Completing Tasks	Learning to persist in activities
Coping with Fears	Learning to put fears into perspective
Children's Responses to Requests	Learning to cooperate willingly with parental requests
Dealing with Frustrations	Learning roles for channeling emotions positively
Socially Acceptable Behavior	Learning to evaluate behavior and to adjust socially
Developing Imagination in Play	Learning to broaden world perspective by using imagination

ports of their own children's behavior. The actual scale points were also identified through a process of multiple ratings of coded evidence by a panel of judges. Moreover, as the Scales were constructed, a careful and continual check was made of normal preschool behavior (as reported in the literature of early childhood). This referencing of the existing literature was used to supplement and corroborate the Scales and the scale point descriptions.

A final step in the development of each of the seven Barber Scales of Self-Regard involved the addition of scale introductions and instructions for their use. The introduction to each Scale relates the normal sequence of development assessed by that Scale to a total concept of positive Self-Regard. The instructions seek to reassure parents assessing their child by, for instance, recognizing the great amount of vascillation that is normal in preschoolers' behavior. Then, the instructions ask parents to identify the scale point that *best* describes their child *most* of the time. While preschoolers do exhibit behavioral variation, it is possible to identify a level of behavior that is dominant.

Table I lists the titles of each of the seven Barber Scales of Self-Regard. In addition, each title is accompanied by a short descriptive phrase, which suggests the theoretical inter-element interaction that is being assessed by the Scale. Self-Regard consists, of course, of all seven Scale components.

The reader who is unaccustomed to think of Self-Concept as a global construct made up of multiple, identifiable components may find these seven Scales somewhat surprising. However, a careful inspection of the several Scales and their scale point descriptions suggests that they do make good sense as components of a global construct, Self-Concept. This result is, as well, a demonstration of what a "good" model should do for one – that is, a "good" model should point toward the unsuspected, as well as affirm the obvious.

Two field tests already have been conducted with these Scales, and a third, a nationwide field test, is underway during 1975. The analysis of data from these field tests will enable one to make precise statements about the usability, the reliability, and the validity of this set of seven Scales. In subsequent articles these results will be reported as they become available. Naturally, what appears to make good sense can be supported or confirmed only by careful, thorough research.

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